WRITING CONTENT		
6th Grade	**7th Grade**	**8th Grade**
WR-M-1.1.00 **Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by** • **Narrowing the topic to present an idea or theme** • **Choosing a perspective genuine to the writer** • **Analyzing and addressing the needs of the intended audience** • **Adhering to the characteristics of the form** • **Applying a suitable tone** • **Allowing voice to emerge when appropriate** **DOK 4**		
WR-06-1.1.01 *In Reflective Writing,* • *Students will evaluate personal progress toward meeting goals in literacy skills* • *Students will analyze needs of the intended audience* • *Students will sustain a suitable tone or appropriate voice*	*WR-07-1.1.01* *In Reflective Writing,* • *Students will evaluate personal progress toward meeting goals in literacy skills* • *Students will apply needs of the intended audience* • *Students will sustain a suitable tone or appropriate voice*	*WR-08-1.1.01* *In Reflective Writing,* • *Students will evaluate personal progress toward meeting goals in literacy skills* • *Students will apply needs of the intended audience* • *Students will sustain a suitable tone or appropriate voice*
WR-06-1.1.02 *In Personal Expressive Writing,* • *Students will convey the significance of the writer's life experience by narrating about life events, relationships, or central ideas* • *Students will apply the characteristics of the selected form (e.g., personal narrative, personal memoir, personal essay)* • *Students will create point of view* • *Students will sustain a suitable tone or appropriate voice* *In Literary Writing,* • *Students will communicate to an audience*	*WR-07-1.1.02* *In Personal Expressive Writing,* • *Students will communicate the significance of the writer's life experience by narrating about life events, relationships, or central ideas* • *Students will apply the characteristics of the selected form (e.g., personal narrative, personal memoir, personal essay)* • *Students will sustain point of view* • *Students will sustain a suitable tone or appropriate voice* *In Literary Writing,* • *Students will communicate to an audience*	*WR-08-1.1.02* *In Personal Expressive Writing,* • *Students will communicate the significance of the writer's life experience by narrating about life events, relationships, or central ideas* • *Students will apply the characteristics of the selected form (e.g., personal narrative, personal memoir, personal essay)* • *Students will sustain point of view* • *Students will sustain a suitable tone or appropriate voice* *In Literary Writing,* • *Students will communicate to an audience*

(i.e. - only assessed items)

(e.g. - suggestions not a comprehensive list)   1

Bold- State Assessment Content Statement

Italics- Supporting Content Statement

about the human condition by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image, or showing an extraordinary perception of the ordinary • *Students will apply characteristics of the selected form (e.g., short story, play/script, poem)* • *Students will create point of view* • *Students will sustain a suitable tone or appropriate voice* • *Students will apply a fictional perspective in literary writing when appropriate*	*about the human condition by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image, or showing an extraordinary perception of the ordinary* • *Students will utilize characteristics of the selected form (e.g., short story, play/script, poem)* • *Students will sustain point of view* • *Students will sustain a suitable tone or appropriate voice* • *Students will apply a fictional perspective in literary writing when appropriate*	*about the human condition by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image, or showing an extraordinary perception of the ordinary* • *Students will utilize characteristics of the selected form (e.g., short story, play/script, poem)* • *Students will sustain point of view* • *Students will sustain a suitable tone or appropriate voice* • *Students will apply a fictional perspective in literary writing when appropriate*
WR-06-1.1.03 *In Transactive Writing,* • *Students will communicate a purpose through informing, persuading or analyzing* • *Students will develop an effective angle to achieve purpose* • *Students will communicate as an informed writer to clarify what the reader should know, do, or believe as a result of reading the piece* • *Students will apply characteristics of the selected form (e.g., letter, feature article, editorial, speech)* • *Students will sustain a suitable tone* • *Students will allow voice to emerge when appropriate*	*WR-07-1.1.03* *In Transactive Writing,* • *Students will convey a purpose through informing, persuading or analyzing* • *Students will develop an effective angle to achieve purpose* • *Students will communicate as an informed writer to clarify what the reader should know, do, or believe as a result of reading the piece* • *Students will utilize characteristics of the selected form (e.g., letter, feature article, editorial, speech)* • *Students will sustain a suitable tone* • *Students will allow voice to emerge when appropriate*	*WR-08-1.1.03* *In Transactive Writing,* • *Students will convey a purpose through informing, persuading or analyzing* • *Students will develop an effective angle to achieve purpose* • *Students will communicate as an informed writer to clarify what the reader should know, do, or believe as a result of reading the piece* • *Students will utilize characteristics of the selected form (e.g., letter, feature article, editorial, speech)* • *Students will sustain a suitable tone* • *Students will allow voice to emerge when appropriate*
WR-M-1.2.00 **Idea Development/Support: Students will support main ideas and deepen the audience's understanding of purpose by** • **Developing logical, justified, and suitable explanations** • **Developing relevant elaboration** • **Explaining related connections or reflections** • **Applying idea development strategies appropriate for the form** **DOK 4**		
WR-06-1.2.01 *In Reflective Writing,* • *Students will describe own literacy skills,*	*WR-07-1.2.01* *In Reflective Writing,* • *Students will describe own literacy skills,*	*WR-08-1.2.01* *In Reflective Writing,* • *Students will describe own literacy skills,*

(i.e. - only assessed items)
(e.g. - suggestions not a comprehensive list)

Bold- State Assessment Content Statement
Italics- Supporting Content Statement

strategies, or processes • *Students will analyze own decisions* • *Students will evaluate own strengths and areas for growth* • *Students will support claims about self*	*strategies, or processes* • *Students will analyze own decisions* • *Students will evaluate own strengths and areas for growth* • *Students will support claims about self*	*strategies, or processes* • *Students will analyze own decisions* • *Students will evaluate own strengths and areas for growth* • *Students support claims about self*

WR-06-1.2.02
In Personal Expressive/Literary Writing,
• *Students will communicate theme/main idea through use of literary elements appropriate to the genre:*
  -Students will develop characters (fictional/non-fictional) through thoughts, emotions, actions, descriptions, or dialogue when appropriate
  -Students will develop plot/story line appropriate to the form
  -Students will develop an appropriate setting, mood, scene, image, or feeling
• *Students will apply literary or poetic devices (e.g., simile, metaphor, personification) when appropriate*
• *Students will incorporate reflection or insight*
	WR-07-1.2.02
	In Personal Expressive/Literary Writing,
	• *Students will communicate theme/main idea through use of literary elements appropriate to the genre:*
	  -Students will develop characters (fictional/non-fictional) through thoughts, emotions, actions, descriptions, or dialogue when appropriate
	  -Students will develop plot/story line appropriate to the form
	  -Students will create an appropriate setting, mood, scene, image, feeling, or story line
	• *Students will incorporate literary or poetic devices (e.g., simile, metaphor, personification) when appropriate*
	• *Students will incorporate reflection or insight*
		WR-08-1.2.02
		In Personal Expressive/Literary Writing,
		• *Students will communicate theme/main idea through use of literary elements appropriate to the genre:*
		  -Students will develop characters (fictional/non-fictional) through thoughts, emotions, actions, descriptions, or dialogue when appropriate
		  -Students will develop plot/story line appropriate to the form
		  -Students will create an appropriate setting, mood, scene, image, feeling, or story line
		• *Students will incorporate literary or poetic devices (e.g., simile, metaphor, personification) when appropriate*
		• *Students will incorporate reflection or insight*

WR-06-1.2.03 *In Transactive Writing,* • *Students will communicate relevant information to clarify and justify a specific purpose* • *Students will develop a deliberate angle with support (e.g., facts, examples, reasons, comparisons, diagrams, charts, other visuals)* • *Students will develop explanations to support the writer's purpose* • *Students will apply research to support ideas with facts and opinions* • *Students will incorporate persuasive techniques (e.g., expert opinion,*	*WR-07-1.2.03* *In Transactive Writing,* • *Students will communicate relevant information to clarify and justify a specific purpose* • *Students will develop a deliberate angle with support (e.g., facts, examples, reasons, comparisons, diagrams, charts, other visuals)* • *Students will develop explanations to support the writer's purpose* • *Students will apply research to support ideas with facts and opinions* • *Students will incorporate persuasive techniques (e.g., expert opinion,*	*WR-08-1.2.03* *In Transactive Writing,* • *Students will communicate relevant information to clarify and justify a specific purpose* • *Students will develop a deliberate angle with support (e.g., facts, examples, reasons, comparisons, diagrams, charts, other visuals)* • *Students will develop explanations to support the writer's purpose* • *Students will apply research to support ideas with facts and opinions* • *Students will incorporate persuasive techniques (e.g., expert opinion,*

(i.e. - only assessed items)

(e.g. - suggestions not a comprehensive list)   3

Bold- State Assessment Content Statement

Italics- Supporting Content Statement

emotional/logical appeal, repetition) or propaganda techniques (e.g., testimonial, bandwagon) when appropriate	*emotional/logical/ethical appeal, repetition, rhetorical question) or propaganda techniques (e.g., testimonial, bandwagon) when appropriate*	*emotional/logical/ethical appeal, repetition, rhetorical question) or propaganda techniques (e.g., testimonial, bandwagon, personal attacks) when appropriate*

WRITING STRUCTURE

WR-M-2.3.00
Organization: Students will create unity and coherence to accomplish the focused purpose by
- **Engaging the audience**
- **Establishing a context for reading when appropriate**
- **Communicating ideas and support in a meaningful order**
- **Applying transitions and transitional elements to guide the reader through the piece**
- **Developing effective closure**
DOK 3

WR-06-2.3.01 *In Reflective Writing,*	WR-07-2.3.01 *In Reflective Writing,*	WR-08-2.3.01 *In Reflective Writing,*
• *Students will engage the interest of the reader* • *Students will communicate ideas and details in meaningful order* • *Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader* • *Students will apply paragraphing effectively* • *Students will create conclusions effectively*	• *Students will engage the interest of the reader* • *Students will communicate ideas and details in meaningful order* • *Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader* • *Students will apply paragraphing effectively* • *Students will create conclusions effectively*	• *Students will engage the interest of the reader* • *Students will communicate ideas and details in meaningful order* • *Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader* • *Students will apply paragraphing effectively* • *Students will create conclusions effectively*
WR-06-2.3.02 *In Personal Expressive/Literary Writing,*	WR-07-2.3.02 *In Personal Expressive/Literary Writing,*	WR-08-2.3.02 *In Personal Expressive/Literary Writing,*
• *Students will engage the interest of the reader* • *Students will communicate ideas and details in meaningful order* • *Students will apply organizational devices (e.g., foreshadowing, flashback) when appropriate* • *Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader*	• *Students will engage the interest of the reader* • *Students will communicate ideas and details in meaningful order* • *Students will apply organizational devices (e.g., foreshadowing, flashback) when appropriate* • *Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader*	• *Students will engage the interest of the reader* • *Students will communicate ideas and details in meaningful order* • *Students will apply organizational devices (e.g., foreshadowing, flashback) when appropriate* • *Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader*

(i.e. - only assessed items)
(e.g. - suggestions not a comprehensive list)   4
Bold- State Assessment Content Statement
Italics- Supporting Content Statement

• *Students will apply paragraphs effectively* • *Students will arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks, and shape* • *Students will create conclusions effectively*	• *Students will apply paragraphs effectively* • *Students will arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks, and shape* • *Students will create conclusions effectively*	• *Students will apply paragraphs effectively* • *Students will arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks, and shape* • *Students will create conclusions effectively*
WR-06-2.3.03 *In Transactive Writing,* • *Students will establish a context for reading* • *Students will apply the accepted format of the genre* • *Students will develop an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose* • *Students will arrange ideas and details in a logical, meaningful order by using a variety of transitions or transitional elements between ideas and details* • *Students will apply paragraphing effectively* • *Students will incorporate text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate* • *Students will create conclusions effectively*	*WR-07-2.3.03* *In Transactive Writing,* • *Students will establish a context for reading* • *Students will apply the accepted format of the genre* • *Students will develop an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose* • *Students will arrange ideas and details in a logical, meaningful order by using a variety of transitions or transitional elements between ideas and details* • *Students will apply paragraphing effectively* • *Students will incorporate text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate* • *Students will create conclusions effectively*	*WR-08-2.3.03* *In Transactive Writing,* • *Students will establish a context for reading* • *Students will apply the accepted format of the genre* • *Students will develop an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose* • *Students will arrange ideas and details in a logical, meaningful order by using a variety of transitions or transitional elements between ideas and details* • *Students will apply paragraphing effectively* • *Students will incorporate text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate* • *Students will create conclusions effectively*
WR-M-2.4.00 **Sentence Structure: Students will create effective sentences by** • **Applying a variety of structures and lengths** • **Developing complete and correct sentences unless using unconventional structures for effect when appropriate** **DOK 3**		
WR-06-2.4.01 *In Reflective Writing,* • *Students will develop sentences of various structures and lengths throughout the piece* • *Students will develop complete sentences or*	*WR-07-2.4.01* *In Reflective Writing,* • *Students will develop sentences of various structures and lengths throughout the piece* • *Students will develop complete sentences or*	*WR-08-2.4.01* *In Reflective Writing,* • *Students will develop sentences of various structures and lengths throughout the piece* • *Students will develop complete sentences or*

(i.e. - only assessed items)

(e.g. - suggestions not a comprehensive list)   5

Bold- State Assessment Content Statement

Italics- Supporting Content Statement

apply unconventional structures when appropriate	*apply unconventional structures when appropriate*	*apply unconventional structures when appropriate*
WR-06-2.4.02 *In Personal Expressive/Literary Writing,* • *Students will develop sentences of various structures and lengths throughout the piece* • *Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate* • *Students will arrange poetic language in meaningful order* • *Students will apply poetic line breaks effectively*	*WR-07-2.4.02* *In Personal Expressive/Literary Writing,* • *Students will develop sentences of various structures and lengths throughout the piece* • *Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate* • *Students will arrange poetic language in meaningful order* • *Students will apply poetic line breaks effectively*	*WR-08-2.4.02* *In Personal Expressive/Literary Writing,* • *Students will develop sentences of various structures and lengths throughout the piece* • *Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate* • *Students will arrange language in meaningful order* • *Students will apply poetic line breaks effectively*
WR-06-2.4.03 *In Transactive Writing,* • *Students will develop complete, concise sentences or apply unconventional structures when appropriate*	*WR-07-2.4.03* *In Transactive Writing,* • *Students will develop complete, concise sentences or apply unconventional structures when appropriate*	*WR-08-2.4.03* *In Transactive Writing,* • *Students will develop complete, concise sentences or apply unconventional structures when appropriate*

WRITING CONVENTIONS

WR-M-3.5.00
Language: Students will exemplify effective language choices by
- **Applying correct grammar and usage**
- **Applying concise use of language**
- **Incorporating strong verbs, precise nouns, concrete details, and sensory details**
- **Applying language appropriate to the content, purpose, and audience**
DOK 2

WR-06-3.5.01 *In Reflective Writing,* • *Students will adhere to standard guidelines for grammar and usage or apply nonstandard for effect* • *Students will apply language concisely* • *Students will incorporate language appropriate to the content, purpose, and audience*	*WR-07-3.5.01* *In Reflective Writing,* • *Students will adhere to standard guidelines for grammar and usage or apply nonstandard for effect* • *Students will apply language concisely* • *Students will incorporate language appropriate to the content, purpose, and audience*	*WR-08-3.5.01* *In Reflective Writing,* • *Students will adhere to standard guidelines for grammar and usage or apply nonstandard for effect* • *Students will apply language concisely* • *Students will incorporate language appropriate to the content, purpose, and audience*
WR-06-3.5.02	*WR-07-3.5.02*	*WR-08-3.5.02*

(i.e. - only assessed items)
(e.g. - suggestions not a comprehensive list)   6
Bold- State Assessment Content Statement
Italics- Supporting Content Statement

In Personal Expressive/Literary Writing,	*In Personal Expressive/Literary Writing,*	*In Personal Expressive/Literary Writing,*
• *Students will adhere to standard guidelines for usage and grammar or use nonstandard for effect* • *Students will incorporate language based on economy, precision, richness, or impact on the reader* • *Students will develop ideas through descriptive or figurative language*	• *Students will adhere to standard guidelines for usage and grammar or use nonstandard for effect* • *Students will incorporate language based on economy, precision, richness, or impact on the reader* • *Students will develop ideas through descriptive or figurative language*	• *Students will adhere to standard guidelines for usage and grammar or use nonstandard for effect* • *Students will incorporate language based on economy, precision, richness, or impact on the reader* • *Students will develop ideas through descriptive or figurative language*
WR-06-3.5.03 *In Transactive Writing,* • *Students will adhere to standard guidelines for usage and grammar* • *Students will apply precise word choice* • *Students will incorporate the specialized vocabulary of the discipline/content appropriate to the purpose and audience*	*WR-07-3.5.03* *In Transactive Writing,* • *Students will adhere to standard guidelines for usage and grammar* • *Students will apply precise word choice* • *Students will incorporate the specialized vocabulary of the discipline/content appropriate to the purpose and audience*	*WR-08-3.5.03* *In Transactive Writing,* • *Students will adhere to standard guidelines for usage and grammar* • *Students will apply precise word choice* • *Students will incorporate the specialized vocabulary of the discipline/content appropriate to the purpose and audience*

WR-M-3.6.00
Correctness: Students will communicate clearly by
- **Applying correct spelling**
- **Applying correct punctuation**
- **Applying correct capitalization**
- **Incorporating acceptable departure from standard correctness to enhance meaning when appropriate**
- **Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources)**

DOK 2

WRITING PROCESS

WR-M-4.7.00 *Inviting Writing*	• *Selecting/Narrowing a topic* • *Connecting to content knowledge* • *Creating a connection to prior learning* • *Creating an opportunity for authentic connection to student*

(i.e. - only assessed items)
(e.g. - suggestions not a comprehensive list)   7
Bold- State Assessment Content Statement
Italics- Supporting Content Statement

WR-M-4.8.00 Prewriting	• *Establishing a purpose and central/controlling idea or focus* • *Identifying and analyzing the audience* • *Determining the most appropriate form to meet the needs of purpose and audience* • *Generating ideas – mapping, webbing, note taking, interviewing, researching, and other writing-to-learn activities* • *Organizing ideas – consider other models of good writing, appropriate text structures to match purpose, various ways to organize information*
WR-M-4.9.00 Drafting	• *Writing draft(s) for an intended audience* • *Developing topic, elaborating, exploring sentence variety and language use*
WR-M-4.10.00 **Revising** **(Content/Ideas)**	• **Reflecting to determine where to add, delete, rearrange, define/redefine, or elaborate content** • *Conferencing with teacher or peer(s) to determine where to add, delete, rearrange, define/redefine or elaborate content.* • *Checking for accuracy of content* • **Considering voice, tone, style, intended audience, coherence, transitions, pacing** • *Comparing with rubric criteria and benchmark papers/models* • **Considering effectiveness of language usage and sentences to communicate ideas**

Revising Skills		
Idea Development *WR-06-4.10.04-Students will narrow topic for selected writing* *WR-06-4.10.05-Students will identify topic sentence of a paragraph* *WR-06-4.10.06-Students will select appropriate supporting details* *WR-06-4.10.07-Students will identify extraneous/irrelevant materials*	*Idea Development* *WR-07-4.10.04-Students will narrow topic for selected writing* *WR-07-4.10.05-Students will identify and compose a topic sentence of a paragraph* *WR-07-4.10.06-Students will select appropriate supporting details* *WR-07-4.10.07-Students will identify extraneous/irrelevant materials*	**Idea Development** **WR-08-4.10.04-Students will narrow topic for selected writing DOK 2** **WR-08-4.10.05-Students will identify and compose a topic sentence of a paragraph D0K 2** **WR-08-4.10.06-Students will select appropriate supporting details DOK 2** **WR-08-4.10.07-Students will identify extraneous/irrelevant materials DOK 2**

(i.e. - only assessed items)
(e.g. - suggestions not a comprehensive list)   8
Bold- State Assessment Content Statement
Italics- Supporting Content Statement

Organization *WR-06-4.10.08-Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position* *WR-06-4.10.09-Students will apply the most effective transitions* *WR-06-4.10.10-Students will develop effective introductions and closures for writing*	*Organization* *WR-07-4.10.08-Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position* *WR-07-4.10.09-Students will apply the most effective transitions* *WR-07-4.10.10- Students will develop effective introductions and closures for writing*	**Organization** **WR-08-4.10.08-Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position DOK 2** **WR-08-.4.10.09-Students will apply the most effective transitions DOK 2** **WR-08-4.10.10-Students will develop effective introductions and closures for writing DOK 2**
Word Choice *WR-06-4.10.11-Students will eliminate redundant words and phrases* *WR-06-4.10.12-Students will choose the most specific word for use in a sentence*	*Word Choice* *WR-07-4.10.11-Students will eliminate redundant words and phrases* *WR-07-4.10.12--Students will choose the most specific word for use in a sentence*	**Word Choice** **WR-08-4.10.11-Students will eliminate redundant words and phrases DOK 2** **WR-08-4.10.12-Students will choose the most specific word for use in a sentence DOK 2**

WR-M-4.11.00
Editing
(Conventions and Mechanics)
	• **Checking for correctness**
	    - **Language usage**
	    - **Sentence structure**
	    - **Spelling**
	    - **Capitalization**
	    - **Punctuation**
	    - **Documentation of sources**
	• *Using resources to support editing (e.g., spell check, dictionaries, thesauri, handbooks)*	

(i.e. - only assessed items)
(e.g. - suggestions not a comprehensive list)   9
Bold- State Assessment Content Statement
Italics- Supporting Content Statement

Editing Skills *Language Usage* *WR-06-4.11.13- Students will apply knowledge of subject/verb agreement with both singular and plural subjects* *WR-06-4.11.14- Students will apply knowledge of present, past, and future verb tenses* *WR-06-4.11-15- Students will apply knowledge of comparative and superlative forms of adjectives and adverbs* *WR-06-4.11.16-Students will apply knowledge of special problems in usage(i.e., a, an, to, two, too, their, there, they're) and pronoun reference with subjective*	*Language Usage* *WR-07-4.11.13- Students will apply knowledge of subject/verb agreement with both singular and plural subjects* *WR-07-4.11.14-Students will apply knowledge of present, past and future verb tenses* *WR-07-4.11.15- Students will apply knowledge of comparative and superlative forms of adjectives and adverbs* *WR-07-4.11.16- Students will apply knowledge of special problems in usage(i.e., a, an, to, two, too, their, there, they're) and pronoun reference with subjective*	**Language Usage** **WR-08-4.11.13- Students will apply knowledge of subject/verb agreement with both singular and plural subjects DOK 1** **WR-08-4.11.14- Students will apply knowledge of present, past and future verb tenses DOK 1** **WR-08-4.11.15- Students will apply knowledge of comparative and superlative forms of adjectives and adverbs DOK 1** **WR-08-4.11.16- Students will apply knowledge of special problems in usage (i.e., a, an to, two, too, their, there, they're) and pronoun reference with subjective DOK 1**
Sentence Structure *WR-06-4.11.17-Students will correct sentences that are run-ons or awkward* *WR-06-4.11.18-Students will correct sentence fragments* *WR-06-4.11.19-Students will combine short choppy sentences effectively*	*Sentence Structure* *WR-07-4.11.17-Students will correct sentences that are run-ons or awkward* *WR-07-4.11.18-Students will correct sentence fragments* *WR-07-4.11.19-Students will combine short choppy sentences effectively*	**Sentence Structure** **WR-08-4.11.17-Students will correct sentences that are run-ons or awkward DOK 1** **WR-08-4.11.18-Students will correct sentence fragments DOK 1** **WR-08-4.11.19-Students will combine short choppy sentences effectively DOK 2**

(i.e. - only assessed items)
(e.g. - suggestions not a comprehensive list)   10
Bold- State Assessment Content Statement
Italics- Supporting Content Statement

Spelling *WR-06-4.11.20-Students will apply knowledge of spelling patterns, generalizations, and rules to commonly used words* *WR-06-4.11.21-Students will apply knowledge of spelling patters, generalizations, and rules to plural forms of words* *WR-06-.4.11.22-Students will apply knowledge of spelling patterns, generalizations, and rules to contractions* *WR-06-4.11.23-Students will apply knowledge of spelling patterns, generalizations and rules to change verb endings*	*Spelling* *WR-07-4.11.20-Students will apply knowledge of spelling patterns, generalizations, and rules to commonly used words* *WR-07-4.11.21-Students will apply knowledge of spelling patters, generalizations, and rules to plural forms of words* *WR-07-4.11.22-Students will apply knowledge of spelling patterns, generalizations, and rules to contractions* *WR-07-4.11.23-Students will apply knowledge of spelling patterns, generalizations and rules to change verb endings*	**Spelling** **WR-08-4.11.20-Students will apply knowledge of spelling patterns, generalizations, and rules to commonly used words DOK 1** **WR-08-4.11.21-Students will apply knowledge of spelling patters, generalizations, and rules to plural forms of words DOK 1** **WR-08-4.11.22-Students will apply knowledge of spelling patterns, generalizations, and rules to contractions DOK 1** **WR-08-4.11.23-Students will apply knowledge of spelling patterns, generalizations and rules to change verb endings DOK 1**
Capitalization *WR-06-4.11.24-Students will capitalize proper noun, days, months* *WR-06-4.11.25-Students will capitalize the beginning of sentences* *WR-06-4.11.26-Students will capitalize the pronoun "I"* *WR-06-4.11.27-Students will capitalize proper adjectives*	*Capitalization* *WR-07-4.11.24-Students will capitalize proper noun, days, months* *WR-07-4.11.25-Students will capitalize the beginning of sentences* *WR-07-4.11.26-Students will capitalize the pronoun "I"* *WR-07-4.11.27-Students will capitalize proper adjectives*	**Capitalization** **WR-08-4.11.24-Students will capitalize proper noun, days, months DOK 1** **WR-08-4.11.25-Students will capitalize the beginning of sentences DOK 1** **WR-08-4.11.26-Students will capitalize the pronoun "I" DOK 1** **WR-08-4.11.27-Students will capitalize proper adjectives DOK 1**

(i.e. - only assessed items)
(e.g. - suggestions not a comprehensive list)   11
Bold- State Assessment Content Statement
Italics- Supporting Content Statement

Punctuation *WR-06-4.11.28-Students will punctuate correctly declarative, exclamatory, interrogative and imperative sentences* *WR-06-4.11.29-Students will use commas in series, in a date, in a compound sentence, and in the greeting and closing of a letter* *WR-06-4.11.30-Students will correctly apply the rules of punctuation for commas in appositives, direct address, and introductory phrases and clauses.* *WR-06-4.11.31-Students will correctly apply the rules of punctuation for apostrophes in possessives and plurals* *WR-06-4.11.32-Students will correctly apply the rules of punctuation for periods in abbreviations and acronyms* *WR-06-4.11.33-Students will correctly apply the rules of punctuation for semi-colons in items in a series and combined sentences* *WR-06-4.11.34-Students will correctly apply the rules of punctuation for colons in introducing a list and the business letter greeting* *WR-6-4.11.35-Students will correctly apply the rules of punctuation for quotation marks in dialogue, titles and direct/ indirect quotes*	*Punctuation* *WR-07-4.11.28-Students will punctuate correctly declarative, exclamatory, interrogative and imperative sentences* *WR-07-4.11.29-Students will use commas in series, in a date, in a compound sentence, and in the greeting and closing of a letter* *WR-07-4.11.30-Students will correctly apply the rules of punctuation for commas in appositives, direct address, and introductory phrases and clauses.* *WR-07-4.11.31-Students will correctly apply the rules of punctuation for apostrophes in possessives and plurals* *WR-07-4.11.32-Students will correctly apply the rules of punctuation for periods in abbreviations and acronyms* *WR-07-4.11.33-Students will correctly apply the rules of punctuation for semi-colons in items in a series and combined sentences* *WR-07-4.11.34-Students will correctly apply the rules of punctuation for colons in introducing a list and the business letter greeting* *WR-07-4.11.35-Students will correctly apply the rules of punctuation for quotation marks in dialogue, titles and direct/ indirect quotes*	**Punctuation** **WR-08-4.11.28-Students will punctuate correctly declarative, exclamatory, interrogative and imperative sentences DOK 1** **WR-08-4.11.29-Students will use commas in series, in a date, in a compound sentence, and in the greeting and closing of a letter DOK 1** **WR-08-4.11.30-Students will correctly apply the rules of punctuation for commas in appositives, direct address and introductory phrases and clauses DOK 1** **WR-08-4.11.31-Students will correctly apply the rules of punctuation for apostrophes in possessives and plurals DOK 1** **WR-08-4.11.32-Students will correctly apply the rules of punctuation for periods in abbreviations and acronyms DOK 1** **WR-08-4.11.33-Students will correctly apply the rules of punctuation for semi-colons in items in a series and combined sentences DOK 1** **WR-08-4.11.34-Students will correctly apply the rules of punctuation for colons in introducing a list and the business letter greeting DOK 1** **WR-08-4.11.35-Students will correctly apply the rules of punctuation for quotation marks in dialogue, titles and direct/ indirect quotes DOK 1**

(i.e. - only assessed items)
(e.g. - suggestions not a comprehensive list)   12
Bold- State Assessment Content Statement
Italics- Supporting Content Statement

Documentation *WR-06-4.11.36-Students will document use of sources*	*Documentation* *WR.07-4.11.36-Students will document use of sources*	**Documentation** **WR-08-4.11.36-Students will document use of sources DOK 2**
WR-M-4.12.00 *Publishing*	• *Sharing final piece with intended audience*	

WR-M-4.13.00
Reflecting
	• *Reflecting upon*
	    • *Goals as a writer*
	    • *Progress and growth as a writer*
	    • *Who or what has influenced progress and growth*
	    • *Approaches used when composing*	

(i.e. - only assessed items)

(e.g. - suggestions not a comprehensive list)   13

Bold- State Assessment Content Statement

Italics- Supporting Content Statement